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**REPORTS FROM
POTENTIAL NEW MEMBERS OF THE BOLOGNA PROCESS**

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1. Towards Bologna***1.1. Give a brief description of policy developments and legislative reforms in higher education in your country***

Main directions of national higher education development are:

- implementation of a multi-level structure of graduate and postgraduate education: baccalaureate-magistracy-doctorate;
- improvement of higher education specialties' list according to international standard classification of education;
- elaboration of higher educational programs harmonized with international programs according to their structure and content;
- elaboration and implementation of progressive systems and technologies of the teaching process organization, implementation of the credit units system for providing students' mobility;
- establishment of the system of educational institutions and programs accreditation;
- widening of higher education accessibility by means of increasing of state educational grants, creation of a new model of loans for students;
- introduction of the mechanism distributing state order for professional staff educating among the best universities in the country;
- development of social partnership, attracting employers for organization of professional internships;
- perfecting higher educational institutions' management according to the requirements of the democratic and open society through intensifying the public control over university activity and consolidating students' rights to qualitative education;
- elaboration of standard legal and organizational-economical mechanisms of attracting scientific organizations potential for educating specialists with higher education;
- creation of equal conditions for state and private universities;
- stimulating international educational programs accreditation, and the university on the whole.

2. National organisation

2.1. Give a short description of the structure of public authorities responsible for higher education, the main agencies/bodies in higher education and their competencies (For example, do higher education institutions report to different ministries?)

Ministry of Education and Science of the Republic of Kazakhstan is the central executive body which realizes general scientific – methodological administration of educational organizations, not depending on their governmental subordination and property forms. With this aim Ministry elaborates and confirms the standard legislative acts regulating educational organizations activity.

At the same time there is the range of issues regulating of which is necessary either on the governmental level or on the central executive body level as these questions present the interests of educational participants: students, their parents and educational organizations staff.

The appropriate central executive organs hold direct administration of state governmental educational organizations financing from the republican budget.

The administration organs have no rights to dispose state educational organizations properties acquired at the expense of out-budget means, determine prices for service and work accomplishing at the expense of out-budget means, as well as to fix salary fund for state educational organizations out-of-budget limit..

2.2. Give a short description of the institutional structure (For example, number of public/private universities/other higher education institutions or numbers/percentage of students in public/private sector)

At present there are 180 higher educational institutions in the country, 56 of them are state, 12 are joint-stock, and 112 are private.

In 2003-2004 the quota of students was 656561 people, at state educational institutions - 358656 people (54,6%) and at private educational institutions - 297905 (45,4%).

2.3. To what extent are private and State higher education institutions covered by the same regulations?

Standard legislative base of the higher education sphere is distributed to all higher educational institutions not depending on their forms of property and governmental subordination, so it is similar for public and private universities.

3. Quality assurance

If the answer to any of the questions 3.1. to 3.3. is no, what are your plans in the respective direction?

3.1. Does your country have a national quality assurance system? What are the responsibilities of the bodies and institutions involved?

At present the following elements of National system of educational quality assessment is implemented: license, state attestation of educational organizations and institutional accreditation of universities.

Department of State Inspecting and Informatizing of Ministry of Education and Science of the Republic of Kazakhstan is made responsible for conducting of the given procedures.

The united standard control over students knowledge quality is presented by the complex

testing while state attestation of educational institutions, intermediate state control of students knowledge after the second and third courses, the united national testing of high school graduates are conducted by National Center of State Educational and Testing Standards. In the frame of State program of educational development in the Republic of Kazakhstan for 2005-2010, confirmed by President Decree of October 12, 2004, National system of educational quality assessment as the main component will get its further development. Its functioning will be supported by the appropriate infrastructure: National Center of Educational Quality Assessment, National Accreditation Center, National Center of State Educational and Testing Standards (existing), Center of Certification of Quality and Consulting Management, Republic Center of Qualification Confirmation and Conferring.

1. National Accreditation Center will carry out the functions of institutional assessment and professional educational programs assessment; elaborate transparent criteria and accreditation procedure for harmonizing quality assessment with the Bologna process conditions, the Center will be a participant of international nets on quality providing.
2. National System of Educational Quality Assessment will realize monitoring of educational system conditions and elaborate the strategy of branch development. It creates the statistical database for quality analysis and assessment, combines informational resources in the united system of educational sphere monitoring and prepares a National report.
3. Center of Certification of Quality and Consulting Management will implement and certificate the system of quality management at Universities basing on the standards of International Standard Organization, series 9000 and 14000.
4. Republic Center of Qualification Confirmation and Conferring will provide conducting of independent assessment of professional education, confirmation and conferring of work staff qualification and specialists of technical and service labor.

3.2. Does your national quality assurance system include evaluation of programmes or institutions, external review, international participation, participation of students, the publication of results? (If yes, please describe)

The main objectives of National System of Educational Quality Assessment is the use of tools for students' achievements assessment providing its correspondence to the set requirements to knowledge quality.

In the further it will be accompanied with comparative monitoring of academic achievements of Kazakhstani students with educational achievements of students from other countries in the frame of international research. Institutional assessment of educational organizations and assessment of educational programs on specialties will be held in the frame of state attestation. In the structure of external assessment of educational quality since this year the following procedures are used: United national test and Intermediate state control. From 2005 these procedures will be added by direct monitoring investigations, and the centralized testing by final students' attestation. The centralized testing is conducted on the base of standard assessment means elaborated according to obligatory educational standards. The given standard tests and qualification tasks will serve for defining the level of students' academic achievements.

The participation of independent foreign experts in attestation and accreditation is planned for this year. Students are not involved.

3.3.. Does your national quality assurance system include accreditation, certification or comparable procedures? (If yes, please describe)

State accreditation of higher educational institutions is held since 2001. At present 59 educational organizations are accredited.

Since 2005 National Accreditation Center will be engaged in institutional assessment and accreditation of university vocational educational programs. Procedures and criteria will be harmonized with conditions of the Bologna process.

In the frame of National System of Educational Quality Assessment Kazakstani universities have begun elaborating the systems of quality management on the base of the standards of International Standard Organization, series 9000 and 14000 and certification in famous European certification companies.

4. The two-cycle degree system

4.1. Has your country introduced a national degree system for higher education based on two main cycles (equivalent to a BA/MA structure)?

(If yes, please describe - for instance, are two-cycle degrees optional or obligatory for the institutions? - If not, what are your plans for introducing this measure?)

The dual degree in higher education is implemented legislatively and is obligatory. According to Article 25 of Law of the RK "About Education" the following structure of higher vocational education is determined: higher basic education (baccalaureate) with studying period of 4 years is conferred to a person who successfully passed final attestation, qualification and an academic degree "bachelor"; higher scientific-pedagogical education is conferred to a person who successfully passed final attestation, qualification and an academic degree "master", studying period - with higher basic education - 2 years and higher special education - 1 year; higher special education (studying period not less than 4 years, except the cases foreseen by the correspondent state obligatory educational standards) is conferred to a person who successfully passed final attestation corresponding to the qualification "specialist with higher vocational/professional education".

Baccalaureate and magistracy are also confirmed by the classifier of baccalaureate and magistracy specialties harmonized with International standard educational classification (Order of Committee on Standards, Metrology and Certification of Ministry of Industry and Trade of the Republic of Kazakhstan # 75 of March 12, 2004), State obligatory educational standards of the RK 5.03.002-2004 "Magistracy. Basic regulations", coordinated with Committee on Standards, Metrology and Certification of Ministry of Industry and Trade of the Republic of Kazakhstan (Letter # 9-41/2800 of April 29, 2004) and confirmed by Order of Ministry of Education and Science # 380 of April 30, 2004.

4.2. Are different orientations of degrees embedded in the system e.g. through a legal division between academic and professional degrees, or through a binary system of institutions?

Universities of different orientations present the system of higher education in Kazakhstan: all higher education institutions, except medical and veterinary universities, confer the academic degree of Bachelor. Leading universities at the same time with educational bachelor programs realize the educational Master programs.

5. Recognition of degrees and periods of study

5.1. If your country has not ratified the Lisbon Recognition Convention, when do you plan to do so?

The Republic of Kazakhstan was one of the first countries, which ratified the Lisbon convention on qualification concerning higher education in the European region. The convention is signed on April 11, 1997 and confirmed by President Decree # 202-1 of December 13, 1997.

5.2. Does every student graduating in your country receive the Diploma Supplement?

- *automatically and free of charge?*
- *in a widely spoken European language?*

If not, what are your plans for introducing this measure?

Transcript to diploma is given automatically and free to every graduate of a Kazakhstani university after studies completing and passing final state attestation. At present transcript is given in two languages - Kazakh and Russian. Transcript in three languages (English, state and Russian) is given to international students only.

Connecting with implementation of multilevel educating of specialists with higher education (baccalaureate - magistracy - doctorate) it is planning to give out transcripts in the state Kazakh, Russian and English languages.

6. Doctoral studies and research

6.1. Give a short description of the organisation of third cycle studies

(For example, direct access from the bachelor level, balance between organised courses, independent study and thesis)

Postgraduate studies as the high level of the educational system has the aim to prepare scientific and scientific-pedagogical staff of high qualification. Postgraduate education is earned by citizens possessing the qualification of a specialist with higher special education or with the academic degree of Master. Scientific and scientific-pedagogical staff is educated at clinical internship, aspirantura, assistantship-probation, graduate work at a military college - adjunctura, doctorantura, also transferring of candidates to the position of senior scientific staff, offering creative vacation.

According to State Educational Program till 2010 the three level system of graduate and postgraduate education (baccalaureate - magistracy - doctorate) is due to be implemented. For entering doctoral studies is necessary to have either the degree of candidate of science or Master - for PhD degree. Connecting with implementation of the credit system in education that let accumulate students' academic and scientific achievements various models of scientific-pedagogical staff education including the direct access to PhD after baccalaureate are planned.

Educational programs of Doctoral studies foresee the fundamental educational, methodological and research preparation and deep studies of subjects in narrow scientific branches.

Scientific investigations are the main component of a doctoral program. A doctoral dissertation is based on scientific research conducted by a doctoral student.

6.2. What are the links between higher education and research in your country?

(For example, what percentage of publicly-funded research is conducted within HE institutions?)

According to Law of the Republic of Kazakhstan "On Education" higher educational institutions (academies, institutes, universities) realize programs of higher vocational/professional and postgraduate vocational/professional education and conduct

fundamental and applied scientific investigations, i.e. the very concept of a higher educational institution means scientific-research works. Universities are active participants of budget programs of scientific investigations. Up to 50% of scientific research budget is directed to universities.

7. Mobility of students and staff

7.1. Describe the main factors influencing mobility of students from as well as to your country (For instance funds devoted to mobility schemes, portability of student loans and grants, visa problems)

The conducted successive expedient policy is aimed at intensification of mobility. The right for rehabilitation and transferring from one university to another, from one specialty to another or from one form of studies to another, from a private university to a state university is confirmed by Article 36 of Law "On Education".

For providing students' mobility studying at Kazakhstani universities the system of credit transfer allowing comparison of studying periods at different universities has been implemented.

With the purpose of creation conditions for students' mobility and unifying of higher educational programs according to international requirements the experience, structure principles, content selection of analogues programs of world leading universities, firstly the European ones, have been precisely scrutinized.

Also according to Article 46 of Law of the Republic of Kazakhstan "On Education" educational organizations corresponding their specifics have the right to arrange direct contacts with international educational, scientific and cultural institutions, international organizations and foundations, sign two-parties and multi-parties agreements on cooperation, including students exchange, join international non-government organizations (associations) in the educational sphere.

For support of education access in Kazakhstan new mechanisms of educational loans used in countries of Eastern and Western Europe are elaborated. It will provide both access to higher education and mobility of students.

Foreigners and non-citizens, permanently living in the Republic of Kazakhstan have the right for education equally with Kazakhstani citizens according to legislation of the Republic of Kazakhstan, international agreements, and contracts signed with educational organizations of the Republic of Kazakhstan.

7.2. Describe any special measures taken in your country to improve mobility of students from as well as to your country

With the purpose of students mobility the structure, the list of higher education specialties have been harmonized with International standard educational classification. State obligatory educational standards and educational programs of higher education have been elaborated according to the international requirements. The system of credit units accounting European requirements has been implementing.

Range of universities and programs are preparing to be internationally accredited by famous European accreditation agencies.

The mandatory element of academic mobility providing is the mutual recognition of documents on education which is regulated by the Rules of acknowledgement and nostrification of documents on education, given by foreign educational organizations in the RK.

7.3. Describe the main factors influencing mobility of teachers and staff from as well as to your country (For instance tenure of appointment, grant schemes, social security, visa problems)

Kazakhstani scholars and teachers take part in competitions of international scientific foundations and organizations. As the result of fulfillment of international projects university teachers have an opportunity to go abroad for participation in international conferences, reading lectures, probation.

According to Law of the Republic of Kazakhstan "On Education" teaching faculty has the right to improve its qualification without giving up work at the expense of an employer once in five years for the period no more than four months.

There is an article in the republican budget for expenses on inviting foreign advisors to Kazakhstani universities for educating people with the graduate and postgraduate degrees.

7.4. Describe any special measures taken in your country to improve mobility of academic teachers and staff from as well as to your country

8. Higher education institutions and students

8.1. Describe aspects of autonomy of higher education institutions

Is autonomy determined/defined by law? To what extent can higher education institutions decide on internal organisation, staffing, new study programmes and financing?

According to Article 3 of Law of the Republic of Kazakhstan "On Education" one of the main principles in state policy in educational sphere is the democratic character of education management, widening of academic freedom and power of education organizations and integration of education, science and production.

According to the Rules of Organization of Higher Education Institutions Activities, central executive body, local executive bodies and local bodies of educational administration depending on their competence realize state policy in educational sphere. The central executive organ in educational sphere independently of their government subordination and property form conducts general scientific-methodological administration of all educational organizations. With this purpose it elaborates and confirms standard legislative acts, regulating activities of educational organizations. Such regulation of higher educational institutions activity is necessary for creating equal conditions for all educational subjects and equal rights in educational sphere.

Immediate university governance is lead by its leader which is appointed as a result of a competition. While inappropriate discharge of duties a founder ahead of its termination term can abrogate the contract with a university administrator.

By the end of the contract a university administrator makes a report on his activity on the session of educational organization council with participation of all higher educational organization staff and representatives of students. The council of state university has a right to discuss the issue of confidence to its administrator, and if by the results of open and secret voting 2/3 and more of council members voted for inconfidence, the council may appeal to the central executive educational body to relieve of his post.

Council of Educational Organization, Board of Trustees, Scientific-methodological Council and General Session present the collective administration body of a higher educational

institution. The order of forming and competence of the mentioned councils are determined by Regulations of Collective Administration Bodies confirming by the central executive body in the educational sphere.

Depending on the structure of a higher educational institution, elective collective administration bodies - councils could be established, university statutes determine the authority and order.

8.2. Describe actions taken to ensure active participation from all partners in the process

8.3. How do students participate in and influence the organisation and content of education at universities and other higher education institutions and at the national level?(For example, participation in University Governing Bodies, Academic Councils etc)

According to Law of the RK "About State Youth Policy in the Republic of Kazakhstan", the youth takes part in formation and conducting of state youth policy in the Republic of Kazakhstan on the national level by means of realizing socially important initiatives, addressing to central and local executive bodies, including educational issues, interrelationship of youth organizations with the pointed bodies, as well as the other forms allowed by legislation of the Republic of Kazakhstan.

According to Article 36 of Law of the RK "On Education" students have rights to take part in administration of educational organizations, to receive additional educational services, knowledge according to their own skills and needs, choice of alternative courses corresponding to curricula, awards and gratitude for academic achievements, scientific and creative activities, free expression of personal ideas and convictions.

Also according to Rules of Organization of Higher Educational Institutions students also should be members of university scientific councils.

9. The social dimension of the Bologna Process

9.1. Describe measures which promote equality of access to higher education

According to Article 3 of Law of the Republic of Kazakhstan "On Education" one of the main principles of state educational policy is accessibility to education of all population levels.

The principle of equal access to higher education is realized through united requirements to school leavers. Candidates for state universities are selected by their knowledge assessment by the means of standard test technology, providing maximum objectivity of knowledge assessment and social justice in issues of educational grant and loans awarding.

The index of students quantity in the Republic of Kazakhstan is the highest in the CIS - 439 students per 10000 people.

10. Developments in lifelong learning

10.1. What measures have been taken by your country to encourage higher education institutions in developing lifelong learning paths?

According to Article 3 of Law of the Republic of Kazakhstan "On Education" the main principles of state educational policy are continuity of education process and accessibility of educational levels for all population layers.

Realization of the "Lifelong Learning" principle is possible through all levels and kinds of organization of additional education. The main forms of additional vocational education are qualification improvement and staff re-training which are held by the appropriate educational organizations with the aim of deepening professional knowledge and skills and getting new professions and specialties.

So the equal and just access of both the youth and adults to appropriate educational programs continuous multilevel education in the Republic of Kazakhstan.

10.2. Describe any procedures at the national level for recognition of prior learning/flexible learning paths

11. Contribution to the European dimension in higher education

11.1. Describe any transnational co-operation that contributes to the European dimension in higher education

The Republic of Kazakhstan cooperates in educational sphere practically with all leading European countries.

So cooperation between Government of the Republic of Kazakhstan and Government of the United Kingdom of Great Britain and Northern Ireland is regulated by the following agreements:

- Agreement on cooperation in education, science and culture between Government of the Republic of Kazakhstan and Government of the United Kingdom of Great Britain and Northern Ireland (21.03.1994)
- Mutual declaration of friendship and cooperation between the Republic of Kazakhstan and the United Kingdom of Great Britain and Northern Ireland (21.03.1994)
- Agreement on cooperation between Ministry of Education and Science of the Republic of Kazakhstan and Bellerbis college in education and language studies (22.03.1994)

Ministry of Education and Science of the Republic of Kazakhstan cooperates with British Council - the independent organization begun its activity in Kazakhstan in 1993. Basing on the agreement signed on June 4, 1997 British Council administrates the program "Bolashak" in Great Britain. Within the past period 142 Kazakhstani citizens were educated in Britain universities on the international scholarship of President of the Republic of Kazakhstan "Bolashak". At present there are 11 students are educating in universities of Great Britain.

The main activity of Council is focused on English language teaching including internships of Kazakhstan! teachers in Great Britain. The given organization has several programs of granting for people with higher education for further education and qualification improvement in Great Britain. The program "Summer school" is for English teachers at secondary schools and higher educational institutions. Program of British Council is for teachers of Linguistics, History, Economics, Sociology and Philosophy. There is a special program for young economists of non-governmental sector and top managers.

In 2003 British Council realized the project "Strategy of economical sector development" of Asian Bank of Development.

Two leading Kazakhstani universities: Kazak National University after al-Farabi (in September 2003) and Kazak national Technical University after T. Satpayev (in September 2004) signed the Great Charter of universities "Magna Charta Universitatum" in Bologna city and so legally formed the joining European higher educational zone.

According to Memorandum on mutual understanding between Ministry of education and

science of the Republic of Kazakhstan and British Council Kazakh-British technical university was established in 2001.

Since 2003 international master programs began to function at the university. KBTU has partnership with four British universities in oil and gas sphere (Aberdine University, University of Robert Gordon, University of Harriot-Watt, Westminster University) leading not only in Great Britain but all over the world having strong scientific traditions and well-organized master programs.

Atyrau institute of oil and gas educates masters according to European programs using rich experience of French institute of oil.

11.2. Describe how curriculum development reflects the European dimension (For instance foreign language courses, European themes, orientation towards the European labour market)

Curricula of all specialties of higher education include mandatory learning of foreign languages - English, German and French.

Content higher educational programs takes into account international, first of all European approaches and requirements to studying of these or that issues.

At present education of staff with higher education is conducted in accordance with European labour market on wide ranged bachelor educational programs.

The work on acknowledgement of native higher education model by the European university community as well as higher education diploma's equivalency on the European labour market is permanently held. Under these circumstances the leading European models of staff training are taken into account. The very attention is paid to scrutinizing and analysing of professional training in the leading universities of Europe, principally in such countries as Germany, Great Britain, France and Check Republic. Practically all main principles of higher institutions activity (unity of scientific and academic activities from the beginning of university education, acquiring of scientific experience in persistent search of scientific knowledge by students to be pioneers in correspondent professional spheres) originate in European educational model.

12. Promoting the attractiveness of the European Higher Education Area

12.1. Describe any actions taken by your country to promote the attractiveness of European higher education

International cooperation in education and science is regulated by legislation of the Republic of Kazakhstan and is realized on the base of international agreements and conventions. At present agreements on cooperation are signed with more than 40 foreign countries and international organizations.

One of the main goals of international cooperation in education is integrating of Kazakhstani higher education into the world educational environment. From this position the acknowledgement of Kazakhstani educational documents and the acknowledgement of foreign analogous documents in Kazakhstan are of great significance. The signing of Lisbon convention on acknowledgment of qualification corresponding to higher education promotes this process. So the work on signing of two-party agreements on acknowledgement of educational documents with countries not signed the pointed frame document and with countries not joined any international agreements is systematically continuing.

Kazakhstani citizens are studying in 35 countries and geography of cooperation of education and science are widening every year. Their education abroad is conducted in the following

directions: international educational exchange, foreign governments and organization scholarships, at their own expenses, international scholarship of President of the RK "Bolashak". At present about 19000 Kazakhstani citizens study abroad.

The work on selection of candidates for studying on governmental scholarships has been conducting by cultural centers and embassies of foreign countries in Kazakhstan.

President Decree # 1394 of November 5, 1993 «About Awarding International Scholarships of President of the Republic of Kazakhstan «Bolashak» for educating professionals abroad presents the important place in international cooperation. Within the years of realizing 452 students successfully completed this program.

According to Decree of Government # 1027 of August 3, 2001 Kazakh-British Technical University was established in Almaty. The university educates specialists for oil and gas economical sectors of the country on the programs of British universities.

The work with government and non-government organizations annually awarding grants for educating Kazakhstani students in foreign countries has been successfully held.

The Ministry takes part in organization of programs of such organizations as UNESCO, British Council in Kazakhstan, Germanic service of academic exchange (DAAD), National Center of school and university programs of France (CNOUS), Bureau of linguistic and pedagogical cooperation of Embassy of France in Kazakhstan.

The cooperation in the frame of programs "TACIS" and "Tempus" of European Council aimed establishment of academic relations between universities of Kazakhstan and countries of European Commonwealth.

13. Concluding comments

13.1. Give a description of your national Bologna strategies

The Bologna process is the effective tool of harmonizing of higher education system of the European countries. Joining the Bologna process is defined in the context of national interests of the Republic of Kazakhstan, development of external direction of the country aimed at cooperation and integration with Europe. The participation of Kazakhstan in this process will promote competing of Kazakhstani educational services and teaching staff and researchers.

We have done the particular attempts in this direction. Higher education is transferred to baccalaureate-magistracy model of specialists training. The Classificatory of specialties was changed to enlarging of the range of specialties. The global innovations in education technology are planned. With the purpose of providing rights to qualitative education, teachers and disciplines the credit system of education is implemented. This new system should promote academic mobility, acknowledge of educational diplomas abroad.

The further democratization of higher education is taking place now. According to the new rules universities have academic freedom in realization of educational programs where 40% of the general volume is given to elective courses. Universities possess significant financial sovereignty; the standard base providing transparent financial economic activity and participation of community in university management (administration) is developed.

13.2. Give an indication of the main challenges ahead for your country